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ABSTRACT

The major features of the Florida plan for inservice teacher education are presented. Central to this plan is the organization of educational improvement centers not only for teachers but for all school personnel. The program was mandated by state legislation and receives state funding. This state-wide program is administered at the state level and maraged at the local level. Citations of legislative statutes are given with interpretive remarks, and a discussion of the means of funding the centers is provided. The mechanism for implementing the state master plan for inservice education is presented in outline form. Trends and future developments are briefly discussed. (JD)

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"VIEWING FLORIDA'S INSERVICE EDUCATION PROGRAM-- RETROSPECTIVELY, INTROSPECTIVELY, AND PROSPECTIVELY"

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DEFINITIONS AS USED IN THIS PAPER

"Inservice Education" means a program of systematic activities designed to increase the competencies needed by educational personnel in the performance of their assigned duties or duties to be assigned. Competencies are defined as the attitude, knowledge and skills which enable educational personnel to perform their assigned tasks with maximum effectiveness.

"Teacher Center" means the headquarters location and the pre-service and inservice teacher training activities carried out in a school district in a teacher education center as approved by regulations of the state board of education.

"Teacher Education" means all experiences or activities carried out to assist individuals in attaining and maintaining skills, knowledge, and attitudes which enable them to perform in the professional role of teacher.

"Commissioner" means the commissioner of education.

"Department" means the department of education.

"District" means school district. In the State of Florida there are sixty-seven(67) counties. The school districts and the counties are the same, hence there are also sixty-seven (67) school districts.

"Superintendent" means the superintendent of a district school system.

"Teacher" means all professional personnel working toward an educational career or already in education, including school administrators, supervisors, counselors, librarians, and others.

"Community" means the residents, organization, and agencies of the same geographic area served by the local school district.

"Clinical Pre-service" means those aspects of teacher preparation which are more appropriately conducted in the field-based setting than in the campus setting.

"Teacher Certification" is the process whereby a state or other governmental unit identifies those persons who are eligible for employment as teachers.

"Performance-based Teacher Certification" - The performance-based part of the concept signifies that the collection of evidence verifying the candidate's ability to perform as a teacher is a central function in the bureaucratic process of teacher certification. The addition of performance-based as a qualifier to teacher certification specifies the kind of evidence which is most appropriate for identifying those persons who should be considered qualified to perform as teachers in public schools. Such evidence would relate directly to teaching performance.

"The education of teachers is at the nerve center of the whole educational system and if it fails to function there, the whole system fails." Golden[4]

"Viewing Florida's Inservice Education Program--- Retrospectively, Introspectively, and Prospectively"

The phrase "inservice education" is a many-splendored thing to different audiences. In some consumers' minds it conjures up a portrait of a group of teachers rushing to an evening class after completing a regular teaching assignment in some grade school. In the minds of others it would entail spending a weekend on the campus of an institution of higher learning or in a resort motel during regular instructional hours or a combination of all of these and many other activities. However, in the State of Florida inservice education is defined as:

> A program of systematic activities designed to increase the competencies and improve the attitudes needed by educational personnel in the performance of their assigned duties. Competencies are defined as the attitudes, knowledge, and skills which enable educational personnel to perform their assigned tasks with maximum effectiveness.

Given this definition, the primary focus of the activities in workshops, college courses, individual training experiences, seminars, conferences, etc., should be to address directly the acquisition and demonstration of attitudes, skills, and knowledge (i.e. acquire, update, enhance the competencies required to carry out position duties or responsibilities.)

The degree of competency needed to be an effective educator is never sufficient. Many educators have adopted the posture that

"Teachers never become; they are always becoming," therefore if one is to remain current and effective one must forever be in the business of "becoming."

"Educators have long realized," stated William E. George[2] in 1968 "that instructional personnel need to be involved in a continuous inservice education program if they are to remain effective as instructors and instructional leaders." He further observes that "the time has passed when a graduate from a university teacher education program can look with a deep and final sense of accomplishment at his degree and say, "I am now qualified to teach school indefinitely, without additional education." Even though a degree, from an approved teacher education program, does indicate that a graduate possesses certain knowledge, and is able to perform the minimum skills required to enter the profession, it does not mean that he is endowed with the ability to stay abreast of the latest developments in content, approaches, processes, media, etc., which are required for effective teaching in these changing times. Teacher education must start at a time a prospective teacher makes a decision to enter the teaching profession and must continue until the day of retirement.

The purpose of this paper is to provide the readers with a panoramic vista of the major features of the Florida plan for inservice education. Representative David Scott[7] of Georgia made this observation, "that you don't know where you're going 'till you know where you've been." Another has well said, "our lives are composed of the flowing together of yesterdays, todays and tomorrows. We will view the Florida plan for inservice

education. First---retrospectively, looking backward to retrieve and examine the multi-driving forces that propelled the plan on its way, second ---introspectively, looking inward to examine and ascertain where we are today and third, prospectively, looking forward to examine some current trends that seem to point the State of Florida in the direction that it will go in inservice education.

Retrospectively---glancing back down the corridor of history to 1968 we will find five major driving forces which propelled the development of this new structure for state level administration and local level management of programs for inservice staff development or training.

The first major driving force that we will lift up is legislative support for staff development.

In the 1968 Special Legislative Session, the Florida Legislature placed so much importance on the improvement of personnel that they enacted two laws which called special attention to staff development. These were as follows:

(1) Section 230.23 (4) (m), Florida Statutes, states:
The board shall develop a comprehensive program of staff development. Such program shall include all services provided under the direction of the board and shall make adequate provisions for the proper funding of such program.

(2) Section 236.07 (6), Florida Statutes, provides that:
Staff development shall be given the highest priority in the expenditure of the Education Improvement Expense funds. Note (educational improvement funds is a non-categorized allocation equal to $1,750 for each classroom unit in the district.)

In the enactment of this important legislation, the legislators made it possible for staff development to be done on "company time" at "company expense."[2] Another significant point is the design of tying inservice activities more closely to the district's needs for improved staff competencies to undergird instructional priorities, through development of district inservice programs.

The second major driving force that we will lift up is State Board Regulation. Section 130-4.05 (2) (e), State Board of Education Regulations provides that effective participation in a county inservice teacher education program shall entitle a member of the instructional staff of a county to have his certificate extended, provided:

(1) The county board of public instruction adopts a master plan for inservice education of all instructional personnel designed to assist each member to maintain current competence in the field or fields in which he is assigned. Such plans must be formulated in cooperation with the State Department of Education and when adopted shall be filed with the State Supervisor.

(2) The plan adopted by the county board for inservice education is approved by the State Superintendent (what is now known as Commissioner of Education). Such approval shall specify the extent of participation required in the inservice program to be recommended for the extension of certificates.

(3) The county superintendent certifies on a form provided by the Commissioner of Education that the individual has effectively participated in a state approved county inservice teacher education program and therefore is recommended for the extension of his certificate without further college credit.

The third major driving force was the development and dissemination to all districts in 1968 copies of the document "Criteria for Designing, Developing and Approving a County Master Plan for Inservice Teacher Education." These Criteria were developed with the input and counsel of representatives from district school systems, the Teacher Education Advisory Council, (now known as Council on Teacher Education) colleges and universities and the Florida Education Association. These criteria were established to encourage creativity and pioneering in the design and implementation of inservice teacher education programs. The intent was to provide assistance to those districts who were getting involved in the development of a program of staff development. The district needed a program that would enable its personnel to implement an instructional program which would assist students in attaining the educational goals established for the school district.

The fourth major driving force was the allocation of funds tied to a sounder financial base, the Florida Education Finance Program (FEFP). Statutory policy in Section 236.081 (3), F.S. has, since 1973, provided that $5 per unweighted full-time equivolent (FTE) student shall be expended for educational training programs to be carried out by the district school boards. This policy represents a commitment by the state to assure that a specified portion of the state resources available for public school education programs is allocated to programs for training of personnel employed in local school districts.

Section 236.081 (4) of the Florida Statutes states:

> (4) Inservice Educational Personnel Training Expenditures. Of the amount computed in subsections (1) and (3), $5 per full-time equivalent student shall be expended for educational training programs as determined by the district school board as provided in s. 236.0811. If a district has an approved Teacher Education Center at least $3 of the $5 shall be expended as provided in ss. 231.600--231.611.

In allocating $5 per student expenditure, the legislature not only gave a mandate for local districts to develop a program of staff development, but now took the next logical and realistic step by providing funds with which to conduct the inservice program. For example, under the program, $900 is the base student allocation. Five dollars must be spent on staff development. To acquire a clearer portrait of this, a school district with 20,000 students would get $100,000 for staff development. These funds if not used in the present fiscal year must be carried over from one year to the next.

The fifth major driving force was the passage of the Teacher Education Center Act of 1973 (Florida Statutes 231,600-231.611), as amended in 1974, which provided for the development of a statewide system of teacher education centers and sponsored a new form of institutional cooperation designed to give new shape and meaning to teacher education in Florida. The following passages from the Act illustrate the intent and scope of the legislation:

- The purposes of this act are to declare a new state policy for the education of teachers...
- The most important influence the school can contribute to the learning of any student is the attitude, skills, knowledge, and understanding of the teacher.
- Teachers can best assist with improving education when they participate in identifying needed changes and in designing, developing, implementing, and evaluating solutions to meet the identified needs.
- In order to facilitate collaboration between colleges and universities and school districts, ensure appropriate involvement and participation of teachers, and establish procedures for utilization of resources available for preservice and inservice teachers, the State Board of Education shall issue regulations for the establishment of teacher education centers in school districts.[8]

Specific responsibilities were assigned institutions and groups as follows:

> Effective July 1, 1973, the responsibility for operating programs for pre-service and inservice teacher education is assigned jointly to the colleges and universities, to the district school boards, and to the teaching profession, with the colleges and universities having the primary responsibility for operating pre-service programs, and the teaching profession having the responsibility for providing information to make each institution's program meaningful and relevant.
>
> More specifically, the TEC, through its appointed council, is primarily concerned with making recommendations relative to determining inservice training needs, planning ways to deliver the services to meet those needs, and then delivering ways to evaluate the effectiveness of those services.[8]

In Florida, teacher education centers are not always buildings or specific places where teachers meet for training. In that sense, the term "center" is misleading. Neither are they solely for teachers, since all school district employees are eligible to

receive their staff development training through the center; such employees include administrators, principals, secretaries, custodians, bus drivers and school volunteers. Thus Florida's teacher education centers are not strictly "teacher centers" but are coordinating agencies within local school district administrative units, which plan, deliver and evaluate teacher education and staff development programs for participating school districts.[8]

During the teacher centers' first year of operation, there were financial incentives available to school districts for starting a teacher center.[8] In addition to the categorized allocation for staff development in each school district, amounting to $5 for each full-time student, those districts starting teacher education centers received a $20,000 grant from the State Department of Education and an appropriation of up to four full-time faculty positions from the state university system. On a state level this amounted to $200,000 in research and development funds and approximately $500,000 in college of education faculty services. The $20,000 for each center was designated as startup funds to be used for the purchase of teacher training materials and the development of research pertinent to center operations. University faculty positions were appropriated to colleges of education in the state university system for the support of noncredit activities carried out in centers. Centers received from less than one to four faculty positions. With each position valued at $20,000 per calendar year, centers

received from $15,000 to $80,000 worth of additional noncredit services each. In some counties, starting a teacher education center doubled the existing staff development budget; in others with larger allocations based on five dollars per student, starting a center was not a significant financial advantage.

Introspectively, we will now turn the searchlight of our inquiry on the major elements of the Florida Master Inservice Program. We will now scan the designing, developing, approving, and implementing aspects of the entire master inservice program - both at the state and local levels.

The need for inservice education in the field of public school teaching has grown from a negligible demand during the first quarter of this century to a major concern during the third quarter of this century. The need for a flexible and responsive system for meeting inservice needs is fast becoming as important as meeting pre-service needs. The State of Florida and districts have moved into this area of system operations in a vigorous and positive manner. Beginning with inservice activities under the old EIE Act through the master inservice plan for staff development, the accent has been on determining the needs and developing the activities for staff inservice training at the level where they are needed. This level is in the school district for instructional staff at the individual school centers. It has moved the focus of determining needs and providing corrective action from the university college of education to district inservice programs or district teacher education centers.

The present master inservice plan provides the legal basis for the district inservice program. The master inservice program enhances the provision of inservice education in two ways. It provides (1) an extremely flexible and responsive approach to meeting district staff needs and (2) an alternative way to extend the validity period of a certificate.

Let us now turn to some of the features of the Florida plan and examine the mechanism for implementation of the master plan for inservice, beginning with administering the master inservice plan. The Division of Public Schools and Division of Vocational Education have been designated by the Commissioner of Education to supervise, monitor and evaluate the inservice master plan. The District Staff Development Services Section (DSDS) Bureau of Management Systems and Services in the Division of Public Schools, has the major responsibility for administering the program. The two major activities carried out by the DSDS section are (1) plan approval and an on-site evaluation and (2) the provision of technical services to the district. Both activities are designed to strengthen and improve the inservice program operation.

I. 6A-5.71 Plan Approval
Procedure for approving inservice education programs
A. initial approval
1. superintendent shall advise commissioner
2. appoint a self-study committee
3. utilize needs identified and submit master plan to commissioner
4. commissioner appoints a committee to conduct an on-site visit
5. on basis of committee report commissioner shall:
a. approve plan or
b. approve plan subject to condition
c. disapprove plan.

B. Renewal of Approval
1. schedule an on-site visit

2. review program operations and assess personnel needs
3. submit master plan for approval

C. Annual Update
It shall include:
1. complete update of proposed inservice activities on appropriate forms
2. self-study committee report
3. statement of priorities
4. estimate of revenues
5. approval page with signatures and date

D. Amendments:
may be submitted at any time. Send two copies of amendment. Approval page with signatures and dates.

II. Administration and Organization of Inservice Education Programs

A. Develop master plan to meet identified training needs. Shall encompass period of five years and shall update annually.

B. Commissioner shall specify the number of years the plan is approved - up to five years.

C. Plan shall contain but not be limited to:

1. Section I
a. Title Page
b. Approval Page
c. Table of Contents
d. Completed Proposed Inservice Activities and
e. Estimated Revenue Form

2. Section II
a. State requirements
b. District requirements including eligibility for points
c. Identification of and information on Self-Study Committee
d. Report of the Self-Study Committee

3. Section III
a. Management Information
Program objectives
Management strategies
b. Prioritization of Program Objectives

4. Section IV
a. Components
The components shall contain the following elements:

(1) Title
(2) An identifying number which matches the number on the proposed inservice activities form
(3) The number of points to be awarded.
(4) The general objectives
(5) The specific objectives
(6) A description of activities
(7) The evaluation criteria
(8) A budget by component (optional)

D. Points System
System for accounting to be developed by school district
1. One point for one clock hour of participation
2. Approved college credit hours awarded as follows:
   a. One semester hour - 20 points
   b. One quarter hour - 13 1/3 points
3. 120 total points for certificate extension
   a. At least 60 points for in-field or fields to which individual is assigned, certified or will seek assignment or certification.
   b. Up to 60 points may be earned out of field in the following areas: administration, guidance, exceptional child and basic skills.
   c. Component or demonstrated competence in the teaching of appropriate reading skills within subject area or assignment.
   Criteria which establish eligibility of points awarded shall be responsibility of school district.
   d. Type of components:
   Master plan shall make provisions for all district personnel to participate in appropriate activities within a five-year period.
   e. Program records:
      (1) The school district shall provide data or information on proposed or actual inservice activities on forms as prescribed by the commissioner.
      (2) File shall be kept in the district office on each component.
         (a) a copy of the component
         (b) the evaluation of the component
         (c) component budget
         (4) participant names and performance records
   f. Inservice personnel records
   The school district shall maintain a personnel file for each staff member. The file shall contain at least the following:
      (1) dates of participation
      (2) names of components
      (3) eligibility of points used for certificate extension
      (4) satisfactory or unsatisfactory participation
      (5) inservice points earned

(6) expiration date of certificate where applicable

g. Annual report
Each eligible district or agency shall submit, on or before October 1 following the end of each fiscal year, a report or reports on the previous year's program pursuant to instructions provided by the commissioner.

We would like to examine a few changes and make a sort of "before and after" comparison of features:

	Before July 1, 1979	After July 1, 1979
1.	Validity period of certificates varied. Rank III - Bachelor degree-5 years Rank II - Masters degree-10 years Rank IA - Advanced Masters-10 years Rank I - Doctoral degree- 10 years	Certificates are valid for five years. Ranks are removed for certificates
2.	Seven ways to extend certificates: a. College credits b. Supervision of student teachers c. Educational travel plus college credit d. Military service e. Inservice education participation f. Teaching performance g. Foreign study	Only two ways to extend certificates: a. College credit b. inservice education (military service)
3.	Master plan updated and resubmitted annually by August 1	Master plan updated and resubmitted annually by April 1 (The writer feels this will more than likely be changed by this Legislature because of the problem it is causing local districts.)
4.	Only mandated to report all inservice that was going to be used in recertification and for State FEFP program	Master plans shall include inservice activities for all district employees from all fund sources.
5.	Types of Inservice. There are three types of staff development which are considered to be essential elements in an effective inservice education program for instructional	At least 50% of training shall be in: a. field or fields which individual is assigned b. field or fields which

personnel. These are:

a. Basic skills and knowledge required for effective teaching. This type includes classroom management techniques, technical teaching skills, and general information concerning laws, policies, etc., which affect all teachers and students.

b. Updating or increasing skills and knowledge in a subject or service area. This type of staff development places emphasis on content.

c. Exploratory. Exploratory activities include the kinds of experiences which assist instructional personnel to keep in the mainstream of education, to become and stay aware of modern trends and to acquire a knowledge of the latest developments.

In extending one's certificate via the points system in 1968 a person had to have 40 Basic, 40 Updating and 40 Exploratory. In 1974 a person had to have at least 20 of each type and the remaining 60 could be in any category.

Now at least 60 points in-field and 60 points out of field. The total is still 120 points.

6. Funding. Section 236.081 (4) Educational Training Expenditure. Of the amount computed in subsections (1) and (3), $5 per full-time equivalent student shall be expended for educational training programs as determined by the district school board as provided in s. 236.0811. If a district has an approved teacher education center, at least $3 of the $5 shall be expended as provided in s. 231.600-231.610.

Section 236.0811 Educational Training. Each school board shall develop and maintain an educational training program. Funds appropriated to school districts for the purposes of this section shall be used exclusively for educational training programs meeting criteria established by the Department of Education. When a district has an individual is certified

c. field or fields which individual will seek assignment or certification

Not more than 50% of training shall be in:

a. administration
b. guidance
c. exceptional education
d. basic skills-reading, writing, arithmetic

Funds may be extended only for direct support of inservice training activities:

a. salaries and benefits of:
   (1) personnel directly administering the approved inservice training program.
   (2) school board employees while such personnel are conducting an approved inservice training program.
   (3) substitutes for personnel released to participate in an approved inservice training program or an inservice council activity.

b. other direct operating

approved teacher education center the inservice programs shall be conducted in accordance with the provisions of the Teacher Education Center Act of 1973 (ss. 231.600-231.-610), as amended.

expense, excluding capital outlay, required for administering the approved inservice training program including but not limited to:

(1) inservice training materials for approved inservice programs.
(2) data processing for approved inservice training activities.
(3) telephone for approved inservice training program.
(4) office supplies for the personnel administering the approved inservice training duplication.
(5) duplicating and printing for the approved inservice training activities.
(6) fees, travel and per diem expenses for consultants used in conducting activities.
(7) travel and per diem expenses for school district personnel attending approved inservice conferences, workshops, or visitation to schools.
(8) rental of facilities not owned by the school board for use in conducting an approved inservice training program
(9) compensation for "after hours" participation in inservice activities and payment of fees for undergraduate courses required by the school board during 1978-79 only.

There appears to be a definite trend of enacted legislation that is transferring the decision-making authority to the districts and in many instances to the school centers (school-based management). It is in this context that the state has moved toward the present inservice program.

The provision of staff inservice activities "closer" to the location of needs has several advantages: (1) the identification of needs, the determination of alternative solutions to meet the needs and provide for the monitoring and followup of the results which can involve

directly all parties necessary in the final solutions. (2) The direct involvement of the staff needing to update competencies, improves the changes of achieving a given selected alternative for improving district operations. (3) The provision of the activities "at the scene of the need" (a) provides added motivation for participation and (b) saves the participant time, travel and expense.

Prospectively--- Glancing into the sunrise and retrieving from that great blue vault a few gold strands that will assist us in approximating the point at issue, what does the future hold in store for Florida's inservice education? My first inclination was to seek the line of least resistance and conclude this assignment with the solution of the young man who, upon completing his final examination, wrote on the paper "This is the most difficult final examination I have ever taken - God only knows the answer to those questions!" When he received his final evaluation and grade for the term, the professor was very careful to make this addendum to his transcript, "Very well, in this case God gets the A and you get an F!" After hearing this reply, I therefore have decided that maybe, just maybe, we can lift up three golden strands that are occupying the center stage and appear to be pulling Florida's inservice education efforts on the present course that she is about to continue sailing.

The first gold strand that we will lift up will be recommendations of the Council on Teacher Education (COTE). In COTE January 15-17, 1979 meeting the Council drafted its recommendations on teacher center funding, CSSB 549, and procedures for coordinating inservice delivery. After receiving final input from the Florida Teaching Profession (F.T.P.), Florida Council of Deans and Directors of Teacher Education (FCDDTE)

Florida Education Association and State Council on Teacher Education Centers, COTE drafted its final recommendation for submission to Education Commissioner Turlington January 17, 1979. The Commissioner reported to the Legislature and state board of education February 1, 1979. We will now present the CSSB 549 and the Council's recommendations pertaining to the piece of legislation.[1]

CSSB 549 HIGHLIGHTS	COTE RECOMMENDATIONS TO EDUCATION COMMISSIONER (January 17, 1979)
Approved teacher education programs: At least 30 days before the 1980 legislative session, Commissioner of Education will report extent to which Florida teacher training institutions with approved programs are implementing policies on early field experiences, counseling and retention.	In the fall of 1979, institutions with approved teacher education programs will submit report to DOE of policies on admissions, counseling and advisement, and retention, and extent of policies' implementation. COTE will review DOE analysis and recommendations for its January 1980 report to the Commissioner.
Entrance exam: Beginning July 1, 1980, entrance requirements for approved teacher education programs in Florida institutions of higher learning shall include a passing score on a nationally normed standardized college entrance exam.	Individual IHE's to determine tests used and cutoff scores for admission to teacher education, with DOE approval. Beginning in 1982, DOE approval of teacher education programs be contingent on at least 80% of graduates taking the state certification exam, passing the exam. DOE annually to collect and analyze data on effects of the tests and cutoff scores on program admissions; report findings to the Legislature in 1983.
Competency exam: Beginning July 1, 1980, certificates will be issued for up to 5 years. Applicants for initial certification will demonstrate mastery of minimum generic and specialization teaching competencies on a written exam and through other procedures. Competencies will include: 1. Ability to write logically and understandably, 2. Ability to comprehend and interpret message after listening 3. Ability to read, comprehend, interpret orally and in writing professional and other written materia' 4. Ability to comprehend, work with fundamental math concepts 5. Ability to comprehend student physical, social, academic development patterns, to counsel students in these areas	The test will be required for eligibility for a Florida teaching certificate, not for a baccalaureate or other degree. Only pass/fail scores will be reported for subtests, all subtests must be passed; subtest(s) failed must be retaken for eligibility for regular certification. Test should be administered at least twice yearly; candidate may take test as often as desired; test fee to cover maintenance and administration costs. Measurement experts to develop procedure for establishing cutoff scores; incorporate in SBER in April 1979. Recommendations on test development: Allocate $40,000-$50,000 immediately for test specifications development. Test should be an objective-based paper and pencil exam with 6 subtests: General Education: 1) Writing, including writing production task 2) Reading and listening, including cloze test 3) Mathematics Professional knowledge: 4) Physical, social, academic development, and interpersonal skills 5) Technical skills, including diagnosis, prescription, testing skills, and instructional design 6) Administrative skills, including classroom management Test item specifications based on the 23 generic competencies' 127 subskills identified by July 1978 task force; specifications to be developed by a Florida institution of higher education and reviewed by COTE and the task force; following COTE approval, the state should develop item pool large enough to allow new test forms for each test administration.
Year long internship: Beginning July 1, 1981, regular certification will require a year long internship or one year of satisfactory teaching.	
Elimination of certificate ranks and types: With all references to ranks and types deleted from the law, beginning July 1, 1979, new SBER will describe certificate types and levels of training to appear on certificates.	Regular certificate: 5 years, issued to applicant meeting all certification requirements. Temporary certificate: 1 year, issued on achievement of minimum requirements; issued to persons who currently qualify for either Temporary or Provisional certification. Part-time and Substitute certificates: 5 years, otherwise same as current law. Highest acceptable level of training to be shown on the face of certificates: bachelor, master, specialist in education, doctor, vocational, advanced vocational, other.
Certificate extension: Beginning July 1, 1979, certificates may be extended for 5 years by additional course credit, inservice training, and competencies. At least 1/2 the additional training must be in applicant's assigned field(s) or area(s) of certification, or in field in which assignment or certification is sought. Remaining training or credit must be in administration, guidance, exceptional, or basic skills education.	Repeal reference to granting credit in area where applicant will seek certification or assignment." Delete requirement for half the required credit to be in administration, guidance, exceptional or basic skills education. Delete reference to competencies.
Inservice expenditures/master plan: As of July 1, 1979, $5/FTE school district inservice funds are to be spent only in prescribed areas and for the direct support of inservice training activities. Five year master inservice plans will be updated annually (April 1, beginning in 1979.	Include in allowable inservice expenditures compensation for participants in inservice training programs. Amend the law to provide for annual master plan updates for September 1 rather than April 1. There should be a study done to determine the amount of inservice funds spent on program administration in school districts. Appoint a teacher education manpower task force to develop a comprehensive teacher education manpower system for implementation as soon as possible.
TEC funding, inservice coordination: Commissioner will release TEC funds to IHE's based on TEC/IHE written agreements. Commissioner will submit progress report on development of procedures for coordinated delivery and centralized monitoring and evaluation of all public school inservice education programs to the Legislature by February, 1979. (SB1130)	Support joint funding of inservice for 1979-80 as follows: Maintain basic allocation to districts of $5/FTE, with $3 for teacher education centers; support providing SUS resources for non-credit activities through teacher education centers, maintaining basic 1978-79 procedures. Base 1979-80 allocations on a weighted formula: (1) populations to be served, (2) some funding for all centers, should appropriated amount not increase over 1978-79; (3) projected needs, based on a survey of local TEC councils.

Note: Chart prepared by N.O.T.E. Gainesville, Fla.

The second golden strand that we will retrieve from the great blue vault are the recommendations that are being submitted to the Commissioner by the Department of Education Task Force on Inservice Education.

RECOMMENDED ACTION PLAN

The Task Force on Inservice Education was given the charge of developing a plan to establish procedures for coordinated delivery and centralized monitoring and evaluation of all public school inservice education programs. This report has analyzed relevant historical data, and the reactions, suggestions, issues, and concerns which have been raised by individuals and groups who have interest in educational personnel training and stakes in the total system. The recommendations which follow present a plan of action which provides a means of answering some immediate concerns and decision needs, and of addressing, in a systematic and orderly manner, those persistent, long-term issues and concerns which require on-going attention over a longer period of time.

The Department of Education Task Force on Inservice Education recommends: 5*

1. That the State Board of Education adopt the proposed State Board Rules which modify requirements for district inservice programs in accordance with provisions of newly enacted legislation (Chapter 78-423, Laws of Florida). The major changes in rule provide for:

   a. Inclusion of activities for all personnel in the District Master Plan for Inservice Education.

   b. Modifying requirements for categories of allowable master inservice points for renewal of certificates for instructional personnel.

   c. Modifying requirements for submitting Master Inservice Plans to include a Proposed Inservice Activities Form showing revenue from all sources for all personnel, and standardizing codes for identification of inservice activities.

   d. Submission of an Annual Report form in October of each year (beginning in 1980) to include information on all sources of revenue; all expenditures of funds for inservice activities; types and numbers of all personnel served; and areas in which inservice activities were conducted.

2. That the State Legislature change the submission date for updating of District Master Inservice Plans from April 1 (as currently prescribed in Section 236.0811(2), F.S.), to July 1, in view of the serious concerns expressed by superintendents, district staff, advisory group members and others.

3. That support for joint funding of inservice training of the 1979-81 Biennium be as follows:

*All recommendations are made by Task Force on Inservice Education

a. Maintain the policy defined in Section 236.081(3), F.S. for a basic allocation to districts of $5 per unweighted full time equivalent student, through the Florida Educational Finance Program (with three of the five dollars expended for Teacher Education Centers). The adequacy of this policy will again be reviewed at the end of the 1979-80 fiscal year to determine whether adjustments are warranted, with specific attention to the reports of expenditures and survey of needs from school district programs.

b. Provide for the necessary increase in funding to adequately support State University System resources for non-credit activities available for districts with teacher education centers. The requested funding level supported by the Task Force will consider three factors: (1)service to existing centers and clients; (2)service to new centers and clients; and (3)inflationary increase. The requested funds will not include new positions above the fifty-nine FTE faculty identified in proviso language by the 1977 Legislature. Requested categories will include OPS and expenses, to encourage the use of adjunct staff, and to further promote use of resources from within and outside the post-secondary education community in public and private institutions. The requested Budget approved by the State Board of Education is as follows:

	Phase-In Year Requested 1979-80	Full Funding Year Requested 1980-81
1978-79 Base	$ 1,367,158	$ 1,367,158
Increase	1,379,598	2,968,547
TOTAL REQUEST	$ 2,746,756	$ 4,335,705

c. The allocation and approval process for non-credit teacher education center funds should maintain, with minor modifications, the procedures followed in 1978-79. This process provides resources for existing and newly approved centers. The allocations for 1979-80 should be based on a weighted formula which takes into account three factors:

(1) Populations to be served (providing a specified dollar amount per pupil FTE as an entitlement base);

(2) Established prior collaborative programs (providing continuity or transition support based on prior allocation levels); and

(3) Projected needs of all centers (based on a survey of local teacher education center councils).

4. That the Commissioner of Education redirect and seek additional resources to establish Local Leadership Incentive Grants, using procedures similar to and supportive of the Educational Improvement Grant Program.

The administration of the grants should reflect the following purposes and priorities:

a. to provide local districts with technical assistance and training needed to carry out legislative and local policies calling for significant changes in programmatic strategy (e.g., alternative education, compensatory education, school-based management, and law education);

b. to identify, test, and disseminate promising practices which aim at meeting emerging or persistent problems in new ways;

c. to support collaborative projects which address school-based, short-term, problem-solving efforts;

d. to provide training and education for teachers and principals in evaluation for program improvement, including effectiveness of staff development activities;

e. to further support the capabilities of the State University System and other higher education institutions to cooperate with school districts in the mission of improving public education through collaborative project activities; and

f. to increase the cadre of technical assistance personnel supporting the mission of Department of Education to meet identified needs of districts, particularly in tasks involving planning and staff training for teachers and administrators. A suggested funding level for the 1979-81 biennium is as follows:

1979-80	15 projects	@	25,000	$375,000
1980-81	15 projects	@	26,750	401,250
		Total		$776,250

5. That the Commissioner of Education, in cooperation with the State Legislature and the Chancellor of the State University System, promote implementation of Section 231.609(2)(b), F.S. relating to recognition and rewards for faculty professional activities and services in school districts. This could include actively supporting the efforts of those individuals and organizational units within the State University System who are attempting to develop workable alternatives to the FTE-based funding system, so that public service assignments can be adequately compensated, and incentives provided for initiative in such activities.

6. That the Commissioner of Education take steps to establish an Office of Teacher Education and Staff Development to function as an administrative and leadership unit for education personnel training. The staff duties and responsibilities should include the functions currently assigned to the Staff Development Section within the Division of Public Schools; to the Certification and Program Approval unit, Office of the Deputy Commissioner for Special Programs; to the Staff Development Section within the Division of Vocational Education; and to

staff within the Division of Universities, whose major assignments give attention to teacher education, staff development, and continuing education. The specific duties for the Office of Teacher Education and Staff development will be determined by the Commissioner. The responsibilities relating to inservice education should include, but not be limited to the following:

a. Administer the procedures for review and approval of District Master Plans for Inservice Education;

b. Provide leadership and staff support for an Interdivisional Coordinating Committee on Educational Personnel Training, with a membership and subcommittee structure to be designated for the purpose of assuring the involvement of Department of Education staff whose responsibilities concern fiscal and program matters in this area;

c. Review and analyze District Annual Reports of Revenue and Expenditures for Inservice Education and Annual Reports from Teacher Education Centers; and report to the Commissioner, the Legislature and to advisory groups on the findings;

d. Provide coordination to assure the availability of information and data analyses relating to educational personnel training for policy development, program improvement, program management, and other public and professional purposes;

e. Review any service agreements and applications for non-credit Teacher Education Center funds appropriated to the State University System, and make recommendations to the Commissioner for funding of such agreements;

f. Monitor the revenues, expenditures, and needs for educational personnel training in Florida on a continuing basis, and report annually to the Commissioner and the legislature on the findings and conclusions;

g. Provide leadership in developing and implementing an on-going, long-range plan for improving the training, licensure and evaluation of education personnel, giving attention to emerging needs within a comprehensive system for preparing, credentialing, and renewal of teachers, administrators, support staff and others;

h. Maintain liaison with state advisory committees and councils whose responsibilities include educational personnel training, and provide staff support to the Council on Teacher Education and the State Council for Teacher Education Centers, to assure that the efforts of such councils are complementary. Specific attention should be given to the concerns of the Council on Teacher Education for assistance in fulfilling responsibilities for planning and conducting and annual review of manpower studies on teaching personnel, and to the concerns of the State Council for Teacher Education Centers in fulfilling responsibilities for evaluation of Teacher Education Centers.

i. Assume major responsibility for the development of the Annual Plan required under new federal legislation for ESEA Title V, which calls for a comprehensive plan for coordination of federal and state funds for educational personnel training. This will involve review of those state plans which include substantial attention to educational personnel training, and providing recommendations to the Deputy Commissioner for improvement of coordination and resource management. This should include, but not be limited to the state plans for Vocational Education, Food and Nutrition, Adult Education, Education for the Handicapped, and ESEA Title I;

j. Assume responsibility for the development of a Resource Manual for Designing, Evaluating, and Improving District Programs for Training Educational Personnel. This document should include, but not be limited to techniques for:

   (1) Development of District Master Inservice Plans;

   (2) Analyzing training needs and determining priorities at district and school levels;

   (3) Using human and financial resources for staff development programs; and

   (4) Evaluating programs and program components;

k. Develop and monitor any procedural changes in the master inservice on-site visitation and auditing processes to give greater attention to procedures for assuring involvement of appropriate people in the planning process, for compliance with statutes and State Board Rules, and for the effective use of evaluation data for program improvement;

l. Work closely with the Florida Linkage System and the Florida Resources in Education Exchange to provide a clearinghouse of information on demonstration programs, research, and evaluation studies relating to educational personnel training, and to encourage the development of teacher education center staff capabilities for using such studies; and

m. Develop and implement on-going projects to promote sharing of information across delivery systems, to support conferences and meetings to bring together people concerned with educational personnel training, and to provide rewards and incentives for collaborative efforts of districts, institutions, and professional organizations to improve all phases of program development. These projects may include Local Leadership Incentive grants, as recommended in (4) above, to be administered in cooperation with the Interdivisional Coordinating Committee on Education Personnel Training.

7. To provide additional guidance for this Office, the Commissioner of Education will appoint an outside team consisting of recognized experts in teacher education and staff development from within and outside of the Florida education community to assist and review activities and organization of the Office. This team will provide assistance and prepare as-needed reports to (a)evaluate the effectiveness of state-level organization with respect to resource management, coordinating service delivery, and centralized monitoring and evaluation, and (b)make recommendations on action and policy to the Commissioner of Education.

The third and final strand is the governance of teacher education.[9] We are presently confronted at every point with the question of who shall control the education of teachers and future teachers. Control through the years has been the result of legislation and rules by state boards of education. This legislation has traditionally enabled state departments of education and institutions of higher education to govern the programs of preservice education of teachers. More recently, the inservice education programs have been the responsibility of school districts and therefore, have been controlled by district administrators and school boards.

Governance of teacher education is being challenged by organizations representing classroom teachers and by other individuals and groups with specific interests in this area. It is reasonable to expect a change in the governance structure in the near future.

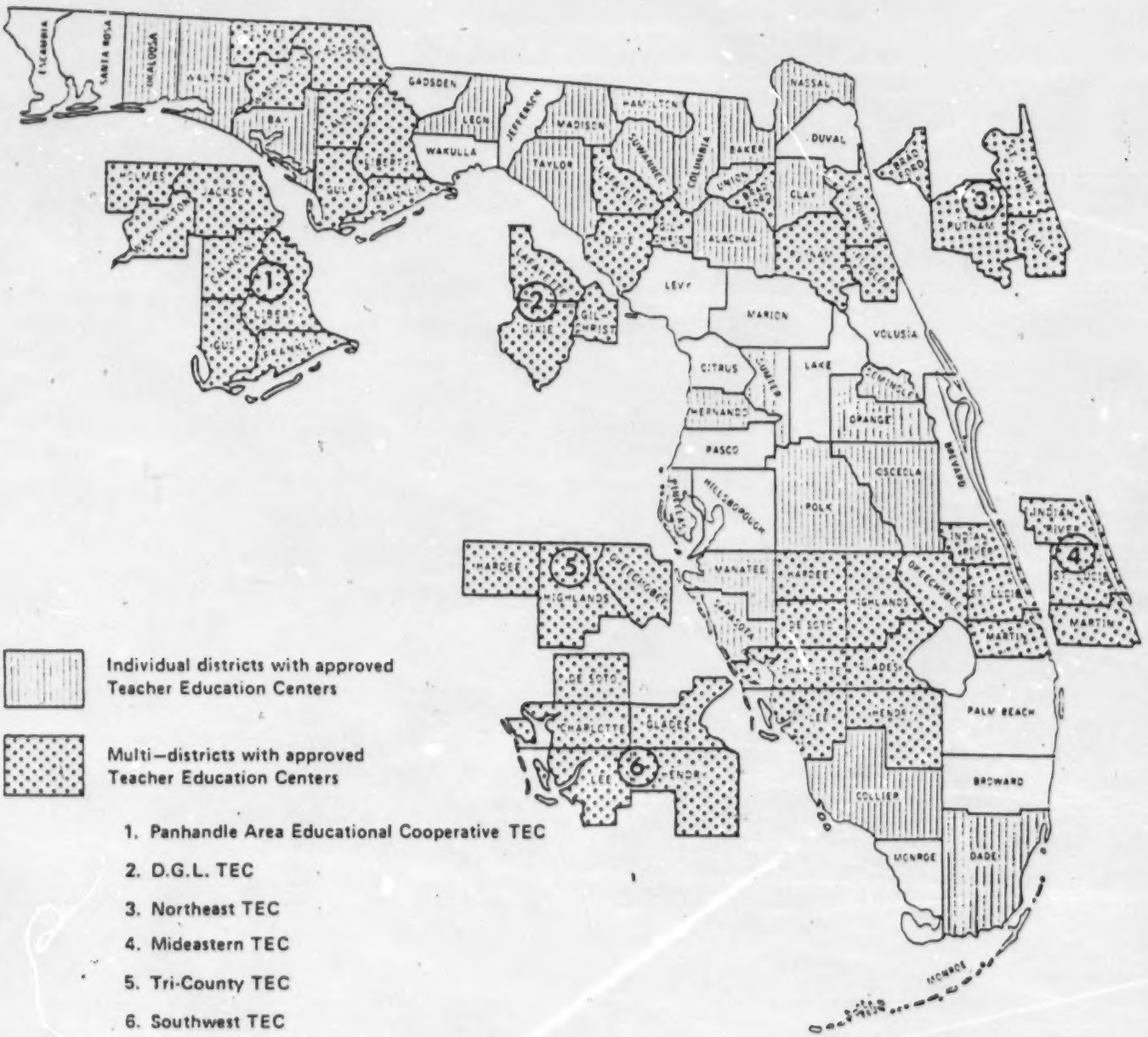
As this change occurs, it is reasonable to expect that governance of teacher education will be the result of collaborative efforts of all groups and individuals who represent the teaching profession. The governance that will emerge from this collaborative effort will not see control of the education of teachers shift from administrations, state departments of education, and institutions of higher education to organizations representing only classroom teachers. It will,

however, result in a system which will place all educators in a position of providing input into the decision-making process on an equal basis. When all educators can come to this decision-making time regarding both preservice and inservice programs on this basis of equality of input, then teaching may truly be recognized as a profession.

We will now terminate this paper by recalling the incident of the two young persons with an ardent desire to confound the village sage. The young pair found a bird caught in the thickets and decided to embarrass the old wise man. They plotted that they would ask him the status of the bird in their hand. If he would answer that he was alive, then they would crush the little bird and present the old wise man with a dead bird. If the old wise man would answer that he was dead then they would release the little bird and let him flutter off into wide open spaces. They presented themselves before the wise man and asked, "Old man, tell us, this little bird that we have in our hands, is he dead or alive?" After carefully pondering these alternatives, the old man answered, "It's in your hands, it's in your hands." After viewing Florida's Inservice Program - retrospectively, introspectively, and prospectively, I will conclude with an adopted posture of the wise old man! The status and future of inservice education is in the hands of many clientele who claim to be speaking for education--teachers, college professors, private citizens, legislators, and many others---it's in our hands.

REPORT ON THE STATUS OF TEACHER EDUCATION CENTERS

DECEMBER 31, 1978



Individual districts with approved Teacher Education Centers

Multi–districts with approved Teacher Education Centers

1. Panhandle Area Educational Cooperative TEC
2. D.G.L. TEC
3. Northeast TEC
4. Mideastern TEC
5. Tri-County TEC
6. Southwest TEC

Areas of no TEC.

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer

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This strand is developed after an indepth interview with James Parris, Consultant for Teacher Centers in Florida, Florida Department of Education, Tallahassee, Florida.